

SCIENTOLOGY AND DIANETICS

BOOKLET 10
of the
PROFESSIONAL COURSE

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Indoctrination of
the Pre-Clear

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TO THE STEADFAST AND LOYAL SUPPORTERS OF
TOMORROW AND THE THINKING MEN OF YESTERDAY

COMPILED IN WRITTEN FORM BY

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ADDITIONAL STUDY MATERIAL FOR THIS LECTURE MAY BE FOUND IN
THE FOLLOWING BOOKS:

- ADVANCED PROCEDURE AND AXIOMS
 - SELF ANALYSIS
 - HANDBOOK FOR PRECLEARS
 - DIANETICS: MODERN SCIENCE OF MENTAL HEALTH (1950)
 - SCIENCE OF SURVIVAL (1951)
 - SYMBOLOGICAL PROCESSING
 - LECTURES OF L. RON HUBBARD
- PAMPHLET COVERS ONE LECTURE
- COMMUNICATIONS SYSTEMS (HOW TO LIVE THROUGH AN EXECUTIVE)
 - INDIVIDUAL TRACK MAP
 - WHAT TO AUDIT

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INDOCTRINATION OF THE PRE-CLEAR

1. All facsimiles follow the same rules: the rules which have been and are being outlined in this science.

The student need have no fear that he will encounter incidents which behave in some manner (I don't understand what "in smite manner" means, could it mean "some" instead of "smite"?) foreign to what he has been taught in this science. He may encounter difficult incidents, incidents which contain specific blocks to auditing, but he will not encounter any incidents to which there is no approach along the lines indicated in this science.

An animal trainer deals with large animals, small animals, tame animals, fierce animals, sick animals, and well animals. He never knows, perhaps, just which of these categories an animal will fit into, until he has dealt with the animal for a few minutes. But one thing he is sure of: they are all animals, and there are specific rules from which they do not depart. They all have to eat, sleep, drink water or milk, breathe air and live within certain limits of heat and cold.

Auditing engrams is like training animals. One may not be sure just what is going to come out of the case, but one knows that it will be an 'animal' and will follow the rules of 'animals'. There has never been a case in which a television set or a ball of fire came out of the 'cage'. It has always been an 'animal', large or small, tame or fierce, well or sick. And if the auditor has been unable to tame it, the reasons for this have always been well within the boundaries of the Manual of Engram Training.

2. A pre-clear who begins to run a temperature during a session is not sick. There is only a slight probability that he has chosen this moment to contract cholera. There is a very great probability that the fever is part of the recording which is being run.

The only safe way to deal with this fever is to continue with the auditing.

An almost certain way to make the pre-clear sick is to stop the session and begin to administer drugs.

3. There are three factors which may be the cause of failure in auditing:

- (1) The most likely factor is that the auditor does not know or is not following the procedures which have been outlined in this science.

- (2) Another, is that the incident which the auditor is trying to run has in it a specific block to auditing, like a phrase or postulate against doing something that must be done to run the incident. This situation is corrected by finding and re-evaluating that postulate.

- (3) The third is that the pre-clear and the auditor have not reached a sufficient degree of agreement on what incident is to be run and on how processing is to be carried out. This comes under the heading of indoctrination.

4. One of the best reasons for beginning with easy cases is that these cases afford the auditor much observation of what a pre-clear does when he is running an incident correctly, when he is actually running the incident which he claims to be running and is not being prevented from reducing it by being too low on the tone scale.

A pre-clear who does not run an incident fairly rapidly and easily, a pre-clear who tries to run many incidents at once, is running incidents which are too hot for him to handle in his present condition – or else he has not been properly indoctrinated into the procedures to be followed.

A pre-clear who says he is running one thing and who runs another is just too low on the tone scale for the incident which has been called for. He should be running light locks. He should be using the rote procedures which have been outlined elsewhere for cases which are low on the tone scale.

5. At this point, the student should read again the tone scale chart from SCIENCE OF SURVIVAL.
6. The mind has many organic manifestations. It does many things through the medium of a living being which are interesting to see. The student should not think that he has to know about and use every manifestation which the mind is capable of in order to be able to audit.

Individuals may approach the student with a whole "therapy" based upon some one or two manifestations which they have just noticed and which they think no one else has noticed.

The development of Scientology has been lengthy. Many things have been noticed. Not all of them are useful in processing.

If the student will learn those which are useful, he will not find himself bothered by those which are not. If he neglects to learn those which are useful, so that he will recognize them when he sees them and so that he will know what to do about them when he sees them, he may find himself lost in a jungle of manifestations, and he may be like a man looking

for mushrooms in the woods. If he has not learned to recognize the edible varieties, he had better not pick any at all.

7. An auditor who uses his knowledge of the phenomena of the mind for anything but research or processing runs the risk of using this knowledge to control people.

An auditor who uses his knowledge to control people is acting, temporarily or not-so-temporarily, at a low level of the tone scale.

8. As a matter of fact, trying to conduct human relations on as high a tone level as possible can develop into a fascinating occupation. The things which can be CAUSED by high-level methods are so much bigger and more interesting than the things which can be CAUSED by low-level methods. Furthermore, the things which are caused by low-level methods usually end up making an EFFECT out of the causer. They are destructive things and they tend to spread ruin and decay and death all over the area, and often the causer cannot get out of the way fast enough, and so he gets blown up by his own bomb (which is the translation, by the way, of "hoist by his own petard").
9. The successful magician causes what he will, and he does not become an effect of his own causes.

Black magic is bad simply because the magician becomes an EFFECT.

High-tone-level methods are white magic. They CAUSE good things to happen and they permit the magician to go on being CAUSE indefinitely and not to become an EFFECT of his own or of anyone else's CAUSES.

10. The ability of the pre-clear to run an incident is affected by the distance between him and the auditor. K (I don't know what this "K" means) the auditor moves too far away, the pre-clear has more difficulty. If the auditor moves too close, he may interfere with the self-determinism of the pre-clear (if he touches the pre-clear or seems to be crowding him.)
11. If the pre-clear is too low on the tone scale for the incident he is running, phrases in that incident may cause his facsimiles to act in certain ways. These phrases are then called "action phrases". There is a list of them and of the actions they may cause in SCIENCE OF SURVIVAL, the Appendix.
12. The Time Track is a linear representation of the fact that time is recorded in facsimiles. We used to say that the pre-clear moves on the time track. It might be better to say that the time track moves on the pre-clear. When you remember 1932, the track whizzes past you until 1932 comes up. Then you look at 1932 on the track and see what is recorded.
13. The elements which are to be re-evaluated in an incident are, in the order of their importance: postulates (thought), emotion, effort, counter-effort, counter-emotion, counter-thought.
14. The order in which these elements are removed from the incident is not always the same and it is usually not the order of their importance, since emotion and effort act as obstacles to reaching postulates.

The quickest way to reduce an incident is to pick up the elements in the order of their importance. Therefore, it is reasonable to ask for the thought first. But usually, the pre-clear will not be able to get to the thought until some of the emotion is run out, and sometimes he will not even be able to

contact the emotion until some of his own effort is run out of the incident.

15. It is not helpful to go further down the order than this, however. Contacting the counter-effort is validating the pre-clear as an EFFECT and invalidating him as a CAUSE. The less he is CAUSE, the less he will be able to handle his facsimiles and re-evaluate those which are giving him trouble.

Reducing the counter-effort in an incident without much attention to the more important elements may be worthwhile now and then as an emergency measure, but if continued, it is not processing, since it will not increase the pre-clear's self-determinism.

Running out somatics is only a little more effective than giving penicillin. If the individual's self-determinism does not increase, he will get other somatics. This is better than penicillin only in that the same somatic does not return if it has been run out whereas it can return after being discouraged temporarily by penicillin. Germ-killing drugs merely take away the tools which the counter-effort is using, the germs. If the counter-effort is still there, it gets more tools from the environment and goes to work again. On the other hand, if the individual's tone rises due to the relief of the pain by penicillin, he may turn off the process which has been employing the germs to hurt him, and so the infection may not return.

Medical attention is like anything else: it is all right when it works. But ninety-nine percent of what comes under the heading of medical attention can rightly be considered emergency measures. Most emergency measures run the risk of

foolish improvisation, and medicine is far from being the least offender in this.

16. Indoctrination of the pre-clear does not involve trying to get him to believe anything. He will know and believe as much as he is able and no more. Indoctrination consists of a little conversation and a lot of step-by-step demonstration of what this pre-clear will tell the auditor while processing incidents; so that the auditor will have confidence in what the pre-clear tells him. If the pre-clear cannot be trusted in his reports of what he is doing, that is because he is being asked to do something which he is not ready to do, and he should be asked to do something lighter.
17. A pre-clear who has been psycho-analyzed has had months of training in avoiding incidents by computing on them. The auditor will have to proceed very gently toward an agreement upon new methods. If the pre-clear thinks that processing is just a new twist on psycho-analysis, the agreement may be long in coming – but what the pre-clear or the auditor says about this is of little importance; the important thing is whether the pre-clear learns to run incidents properly. Processing by any other name will still be processing.

It is handy, however, for the auditor to remember that this is the twentieth century and that he is using Scientology. Lycanthropy, hypnotism and other primitive disciplines are best reserved for the movies.

18. Among the things which should be included in the indoctrination of the pre-clear are: differentiation between effort and counter-effort; establishing a common vocabulary, so that the auditor and the pre-clear can talk about all the levels of

the tone scale, each knowing what the other is referring to; differentiation between incidents and people's talk about incidents; an agreement (when possible) that the pre-clear will recall and recount his experiences without trying to rationalize his or other people's reasons for doing as they did – that he will, in other words, not waste time in philosophic speculations or telling the auditor what he thinks now instead of telling the auditor what he thought then.

19. (Here follows a list of questions which may be helpful to the student reviewing what has gone before.)
20. What does the Greek word logos mean?
21. What four steps are necessary to scientific procedure?
22. What is the relationship between the mind and the brain?
23. What two elements form an organism?
24. What is the lowest common denominator which is observable in MEST?
25. Is any part of MEST ever truly static?
26. What is the goal of processing?
27. Whose decision aberrates an individual?
28. Does a forgotten decision cease to be active?
29. What is another word for sanity?
30. To what authority can the student go to find out whether or not Scientology is valid?
31. Are previous studies in psychology always helpful to the student of Scientology? If not, why not?
32. What is your most pleasant theta facsimile?

33. Come to present time.
34. What are you going to do tomorrow?
35. Are engrams cellular recordings?
36. What class of facsimiles are sometimes called "Secondary Engrams"?
37. Are thought, emotion and effort the same as affinity, reality and communication? If so, which is which?
38. Did you laugh at the previous question?
39. What is the causal agent in a life organism?
40. What is the translation medium from intention to physical accomplishment?
41. Force with direction is called what?
42. What does the successful organism do with counter-efforts?
43. Is counter-emotion a delusion?
44. What is aberration?
45. Does the earliness or lateness of an incident have anything to do with its effect?
46. Are you familiar with the techniques of lock-scanning? (If not, it is thoroughly described in SCIENCE OF SURVIVAL.)
47. What is the proper moment at which to stop scanning a given chain of locks?
48. What is a gradient scale?
49. Make a list of the emotions of the tone scale, starting at the bottom.
50. Could you do it without looking?

51. If not, do not audit anyone until you can.
52. Who is responsible for everything?
53. Who is to blame?
54. How can you avoid being to blame for everything?
55. When somebody tries to invalidate Scientology to you, how far down the tone scale do you go?
56. Have you had these incidents scanned out?
57. Do students of Scientology sometimes begin with the same faults as mortal men?
58. Is it possible to learn the words of Scientology without learning how they are used in Scientology?
59. Who knows more about Scientology today than L. Ron Hubbard knew yesterday?
60. Who are the authorities in Scientology?
61. What organic phenomenon is taken up in the theory of epicentres?
62. What is the relationship between multiple personality and localities in the body?
63. What is the greatest barrier to learning?
64. What are three echelons of Scientology?
65. What is forgetting?
66. Would you like to live in a world of people who are free of all restraint and had been so all their lives?
67. Does a truly powerful man prefer to control MEST or to control people?

68. What is the most dangerous and destructive thing which one can do to another human being?
69. Why do we divide survival into eight dynamics?
70. Why have physicists been unable to make anything as cold as absolute zero?
71. What was Descartes view of reality?
72. Toward which of the four parts of MEST is the average individual most aberrated?
73. What is magic?
74. Where is the "blueprint" for your body?
75. What is the cycle of learning?
76. Of what use to theta is death?
77. How many perceptics are there?
78. Is it important for the pre-clear to know the word "kinaesthesia"?
79. If all recordings were removed from theta, what would be left?
80. Are the basic elements of thought complicated?
81. Have you a good grasp of the thought process, as outlined in this course?
82. Have you found meaning in each one of the logics and axioms of Scientology?
83. What is theta's relationship to space and time?
84. Does theta store energy?
85. What does theta store?
86. What is mis-emotion?

87. What is included in the fifth dynamic?
88. If you were asked by someone who did not know Scientology, what was the goal of human life, and you replied that it was survival; what explanation would you give of the meaning of 'survival' if this individual made the following comment,. "Oh, I think it is a great deal more than that".
89. Is it important for the pre-clear to know the word "dynamic"?
90. Is education always an unsullied blessing?
91. Is it possible to be an organism and not be an EFFECT, to some degree?
92. Is it possible to be more CAUSE than EFFECT?
93. If your answer to question 92 was "no", it is recommended that you take this subject up with your auditor.
94. Is it selfish to want to be CAUSE?
95. Is it possible to get rid of certain chronic somatics without increasing self-determinism?
96. Is it easier not to hurt people if you are an EFFECT?
97. Of what, theoretically, would one-shot clearing consist?
98. What effect can remembering something real have upon a very low-toned case?
99. If a distinction is made between theta and thought, what does the distinction involve?
100. Does the pre-clear have to re-evaluate his own postulates, or can the auditor "help him along"?
101. What is a poltergeist?
102. What is time?

103. What is space?
104. How old are you?
105. Who is Fred Hoyle?
106. Are the phenomena which have been discovered in Scientology brand new phenomena, or have they been in existence for some time?
107. Have other people, in earlier times, also discovered many of these phenomena?
108. If so, how can Scientology differ from Yoga?
109. What is a magician?
110. What is a postulate?
111. What are Newton's three laws of motion?
112. What are the three main categories of efforts?
113. What is motion?
114. What is differentiation?
115. What is the basic error of reason? (Ax. 29)
116. What is all thought concerned with? (Ax. 11; Ax. 28)
117. What is wrongness? (Ax. 31)
118. What are the harmonics of the tone scale?
119. What is the relationship between thought, emotion and effort?
120. How do the various tone levels handle motion?
121. How does an individual become the EFFECT of his own CAUSES in terms of MEST?
122. How, in terms of theta?

123. Who lived nine-hundred years?
124. If you don't know who, then what are you doing about finding out?
125. What is the stimulus-response theory?
126. What is an accident-prone?
127. What is the basic motivation of the criminal?
128. What is the simplest difference between psychotic and neurotic?
129. What is mitosis?
130. Why are incidents run backwards?
131. Can emotion contain more thought than effort, and vice versa?
132. Why does punishment-drive control fail to make a human being better?
133. In what way can electro-shock appear to benefit the patient?
134. What is discipline?
135. What is insubordination?
136. What controls structure?
137. Why should the auditor pick easy cases? Another reason?
138. What is the Emotional Curve?
139. What is faith healing?
140. What is faith?
141. Does knowing about restimulation help the auditor to avoid it?

142. As an individual becomes wronger and wronger he more and more desperately tries to prove that he is and always has been _____.
143. How much can be accomplished without intention?
144. What about motion in the auditing room?
145. What is full responsibility?
146. Where does effort fit into the relationship between an individual and his group?
147. What is the physical result of refusing responsibility for some part of one's own body?
148. What are the three components of theta?
149. Where do perceptics fit into A-R-C?
150. How can you tell if the world is real?
151. Reality is a function of _____.
152. Reality is not a function of _____.
153. What is the quickest way to make someone insane?
154. What is hypnotism good for?
155. What is the first step of auditing?
156. Why do we divide theta into three parts?
157. The auditor selects the pre-clear as his _____.
158. The auditor selects the pre-clear's aberrations as his _____.
159. The pre-clear must be validated as _____.
160. What is criticism good for?
161. What does "sympathy" mean?
162. What is sympathy good for?

163. What is a petard?
164. When should one marry the pre-clear?
165. What is tacit consent?
166. What is a line charge?
167. What is the whole phenomenon of the overt act?
168. If the overt act does not produce sympathy, what does it produce instead?
169. Have you re-read the auditor's code?
170. Have you- re-read the logics and axioms?
171. Well, why haven't you?
172. Do you want to learn this subject or not?
173. The auditor is helping the pre-clear to be _____.
174. What is a mystery?
175. What are four kinds of altitude?
176. What is the purpose of science in regard to mysteries?
177. What mystery permitted the Old Man of the Mountain to operate his crime club?
178. In what two ways can attention be non-optimum?
179. What tools does theta use to handle MEST?
180. Is the recording capacity of the mind dependent upon the size of the brain?
181. What is the chief reason for not using terms like "libido" and "psyche" and "ego" in Scientology?
182. Is it possible to explain a simple fact in such obscure and confusing language that no one can understand it?

183. Is there actual motion picture film in the mind?
184. What one factor might prevent a facsimile from containing sounds which it might otherwise have contained?
185. Have you been trying to think of the question necessary to produce an immediate clearing?
186. What difficulty do we have with the new ideas in Scientology?
187. What happened in Chile?
188. How many kinds of questions can be asked of the pre-clear?
189. How much did Zugg know about A-R-C?
190. How much do you know about A-R-C?
191. What kind of facsimiles cannot be audited?
192. Have you re-read the tone scale chart?
193. Are there some things which are riot (should this read “not”?) used in auditing?
194. What is the order of importance of the elements of a facsimile?
195. What is the order of their re-evaluation?
196. Why is erasure of counter-effort unimportant?
197. What things must be accomplished in the indoctrination of the pre-clear?
198. What was the first question in this list?

SUMMARY BOOKLET 10

Seminar Questions

1. List the aspects of a facsimile in order of importance.
2. How do these various aspects interact?
3. How would you indoctrinate a pre-clear that
 - a) Could feel efforts but not emotion?
 - b) Only had one visio?
 - c) Could not get anything, including blame?
4. Of what use is running a facsimile backwards?
5. How do you audit an apathy case?